



# ISZL | ANNUAL REPORT

2024/25



## OUR GUIDING PRINCIPLES

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# MISSION

**WE ARE A COMMUNITY OF LEARNERS**  
determined to make the world, or our corner of it,  
**A BETTER, KINDER PLACE.**

*We reflect our values in everything we do  
so that we make the most of  
**OPPORTUNITIES AND CHALLENGES**  
in a spirit of enthusiastic inquiry.*

# VISION

We help every student turn their learning  
**INTO ACTION, CREATING THE OPPORTUNITY**  
*to stretch themselves further*  
and achieve more than they believe possible.

# VALUES

### **WE RESPECT.**

*We show empathy and are inclusive and thoughtful  
in our interactions with others.  
Every person is valued and valuable.*

### **WE MOTIVATE.**

*We inspire each other and grow by building on  
everyone's individual and collective passions.*

### **WE ACHIEVE.**

*We create an exceptional learning environment  
focused on academic achievement  
and holistic development.*

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## MESSAGE FROM ISZL'S DIRECTOR

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As I look back on the 2024/25 school year, I am struck by the seemingly countless moments of joy, connection, and learning that define our community of 1,200 students, 300 staff, over 2,000 registered student alumni, and 350 volunteers. Each day at ISZL reminds us that we are a place where students, families, and staff come together with a shared purpose and a genuine care for one another. It is hard not to feel proud to be part of something so special.

This year, I was especially moved by the many ways our community embraced the spirit of belonging. You could see it everywhere, whether at International Day, on the sports field, in classrooms, through the arts and service, or in the everyday moments where students looked out for one another. These moments remind us that while academic achievement matters, the deeper work of education is about nurturing compassionate, confident, and thoughtful young people.

Our Class of 2025 exemplified this balance across multiple pathways. Ninety-seven percent of IBDP students earned the International Baccalaureate (IB) Diploma, with an average score of 35 (compared to the global average of 31). Advanced Placement (AP) students averaged 4.1 out of 5, and our BTEC Creative Media graduates earned exceptional results, including six Distinction\* awards. You can read more about these achievements on pages 26 and 27.

When I think about the future, I inevitably think of our students. They have an extraordinary ability to meet change and uncertainty with optimism. I saw that spirit firsthand during our Grade 11 Personal Development Week in the Himalayas, where our students navigated steep terrain, engaged with local communities, and supported one another through challenge and discovery. It was a powerful reminder of what learning at ISZL is all about: courage, empathy, and shared humanity. You can read more about that experience on page 16.

The journey ahead will bring new challenges and opportunities, as well as many moments of joy. I am confident our community will meet them with the same care, generosity, and commitment that define us.

To our students, parents, staff, and alumni: thank you. ISZL thrives because of your trust, your dedication, and your belief in what we can achieve together.

*With gratitude and anticipation,*

**BARRY DEQUANNE**  
*Director*

## NACHRICHT VOM DIREKTOR DER ISZL

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Wenn ich auf das Schuljahr 2024/25 zurückblicke, kommen mir viele schöne Momente in den Sinn – voller Freude, Gemeinschaft und inspirierendem Lernen. Diese Momente zeigen, was unsere Gemeinschaft aus 1'200 Schülerinnen und Schülern, 300 Mitarbeitenden, über 2'000 registrierten Alumni und 350 Freiwilligen so besonders macht. Jeder Tag an der ISZL erinnert uns daran, dass wir ein Ort sind, an dem Schülerinnen und Schüler, Familien und Mitarbeitende mit einem gemeinsamen Ziel und echter Fürsorge füreinander zusammenkommen. Es ist schwer, dabei nicht stolz zu sein.

In diesem Jahr hat mich besonders berührt, wie stark unsere Gemeinschaft das Gefühl der Zugehörigkeit gelebt hat. Das war überall sichtbar: am International Day, auf dem Sportplatz, im Unterricht, in der Kunst und im Service Learning oder in kleinen täglichen Momenten, in denen sich unsere Schülerinnen und Schüler gegenseitig unterstützt haben. Diese Momente erinnern uns daran, dass schulische Leistungen wichtig sind, die eigentliche Aufgabe von Bildung jedoch darin besteht, junge Menschen zu mehr Empathie, Selbstvertrauen und Achtsamkeit zu begleiten.

Unsere Abschlussklasse 2025 hat dieses Gleichgewicht besonders deutlich gezeigt. Siebenundneunzig Prozent haben das International Baccalaureate (IB) Diploma erreicht, mit einem Durchschnitt von 35 Punkten (der weltweite Durchschnitt liegt bei 31). Unsere Advanced Placement (AP) Schülerinnen und Schüler erzielten einen Durchschnitt von 4,1 von 5 Punkten. Die BTEC Creative Media Absolventinnen und Absolventen erreichten ebenfalls hervorragende Resultate, darunter sechs Auszeichnungen mit Distinction. Mehr über diese Erfolge finden Sie auf den Seiten 26 und 27.

Wenn ich an die Zukunft denke, denke ich immer zuerst an unsere Schülerinnen und Schüler. Sie können Veränderungen und Unsicherheiten mit einer beeindruckenden positiven Haltung begegnen. Das habe ich auch während der Grade 11 Personal Development Week im Himalaya erlebt. Dort bewältigten unsere Schülerinnen und Schüler anspruchsvolles Gelände, kamen mit lokalen Gemeinschaften in Kontakt und unterstützten sich gegenseitig. Dieses Erlebnis hat mich daran erinnert, worum es beim Lernen an der ISZL geht: Mut, Empathie und unsere gemeinsame Menschlichkeit. Mehr zu dieser Reise finden Sie auf Seite 16.

In den kommenden Monaten wird es neue Herausforderungen und Chancen geben – und viele weitere schöne Momente. Ich bin sicher, dass unsere Gemeinschaft ihnen mit derselben Fürsorge, Grosszügigkeit und Entschlossenheit begegnen wird, die uns auszeichnen.

An unsere Schülerinnen und Schüler, Eltern, Mitarbeitenden und Alumni: Vielen Dank. Die ISZL lebt dank Ihrem Vertrauen, Ihrem Engagement und Ihrem Glauben daran, was wir gemeinsam erreichen können.

*Mit Dankbarkeit und Vorfreude,*

**BARRY DEQUANNE**  
*Direktor*



# ISZL'S BOARD OF TRUSTEES

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At ISZL, our Board of Trustees plays an important role in upholding our Mission and Vision. Each member is committed to supporting the best interests of our students, staff, and the entire ISZL community. The Board not only appoints the school's Director but also ensures our financial well-being and guides our future growth. We are proud to introduce our Board members, whose professional expertise helps shape the future of our school.

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## DANIEL URECH – BOARD CHAIR

*Member of the Facilities, Finance and Audit, Fundraising, and Governance Committees*

Dan Urech served on the Board of the Riverside School from its establishment in 1990. He was ISZL's first Board Chairman from 2008 to 2012 and re-joined the Board in October 2018. Dan is a Swiss citizen, who studied Languages and Law in Geneva, International Relations at Princeton University and graduated from Law school in Bern. After many years in insurance and banking, he started his own law practice in 1981 and is an active member of the Bar Associations of Zurich and Switzerland, while also serving on the boards of Swiss companies and foundations. He has a daughter and a son; the latter was a member of the first generation of students at the Riverside School.



## ANDREA VAVASSORI

*Member of the Finance and Audit, and Governance Committees*

Andrea Vavassori is an Italian citizen with two children who attend ISZL. Andrea has a degree in Business Administration from Università Bocconi in Milan and the CEMS Master in International Management from ESADE in Barcelona. Andrea has over 25 years experience in business finance, based in France, Italy, Spain, and, since 2011, Zug. He is currently VP and CFO EMEA at Crown Packaging European Division. Andrea joined the Board in March 2016.

**ROGER BOSSHART***Member of the Facilities Committee (Chair)*

Roger Bosshart, a Swiss national, has called Zug home since 1973. He is the proud parent of three grown children. Roger holds a Graphic Art degree from Zürich University of the Arts and has been at the helm of DYNAMITE AG, an advertising and communications agency in Steinhausen, since 1995. In his role as CEO, he specialises in developing innovative branding and communication strategies. Roger served as a member of the parish council in the community of Neuheim for a commendable 14-year tenure. Roger joined the Board in July 2018.

**JENNIFER BAYARD - BOARD VICE CHAIR***Member of the Facilities, and Fundraising (Chair) Committees*

Jennifer Bayard is a Swiss citizen and has been a resident of the Canton of Zug since 2003. Since her daughter joined ISZL, Jennifer has been an active member of the community. She has served on the Primary School Parent Advisory Council, and regularly volunteers in different capacities to support school events. Jennifer has a Law degree from Fribourg University, Switzerland. She has worked for many years in the financial services sector, where she has held different roles, including in governance, compliance, and quality management. Jennifer joined the Board in December 2018.

**BARRY DEQUANNE - ISZL'S DIRECTOR***Member of the Facilities, Finance and Audit, Fundraising, and Governance Committees*

ISZL's Director sits on the board as a non-voting member. Turn to page 11 for more on our School Director.

**CHRISTOPHER MCKINLAY***Member of the Finance and Audit Committee (Chair)*

Chris McKinlay is a British citizen and has lived in the Canton of Luzern with his family for most of the last 20 years. He has a son and daughter who attend university in the UK and are both ISZL alumni. Chris has a Masters' degree in Economics from the University of Cambridge, is a Chartered Accountant and a member of the Institute of Chartered Accountants in England and Wales. He has more than 30 years of experience in finance, accounting and auditing, mainly in the healthcare sector, and is currently VP and CFO for Kenvue's EMEA and LATAM businesses and its Global Supply Chain operations. Chris joined the Board in March 2020.

**VIKTORIIA ANASHKINA***Member of the Fundraising Committee*

Viktoriia Anashkina is a Russian citizen and has lived in Zug with her daughter (ISZL alumni) since 2014. Viktoriia is a medical doctor by education, holds a Master Degree in Consulting and Coaching for Change from INSEAD (France), and a Marketing Diploma from the Chartered Institute of Marketing (U.K.). Viktoriia has several years of experience as a medical doctor, and more than 30 years of experience in the Pharma and Biotechnology Industry, mainly in Sales & Marketing and General management. Currently, she is VP, Sub-regional General Manager of EERT (Eastern Europe, Russia Türkiye) at Amgen. Viktoriia joined the Board in 2024.



### ANDREAS BOSNJAK

*Member of the Governance Committee (Chair)*

Andreas Bosnjak is a German citizen and has lived in Zug with his family since 2017. He has two young daughters, both of whom currently attend ISZL. Andreas has a Master's degree in Business Administration from the Technical University of Ingolstadt (Germany), with a specialisation in Finance and Human Resources Management. He has recently completed a coaching certification from INSEAD. He has spent most of his professional career in the United States and Europe where he worked as a Strategy Consultant and Human Resources leader. Currently, he is the Global Head of Talent & Development at the Schindler Group. Andreas joined the Board in 2024.



### VAL HACKEL

*Emeritus board member*

Val Hackel is a British citizen. Val and her late husband, Alec, founded the Riverside School in 1990 and initiated the merger with the International School of Zug, which created ISZL. They have provided leadership and financial support to the School from its inception. Val has two grandsons, both of whom have recently graduated from ISZL. Since the 2016-17 school year, Val has served as an Emeritus Board Member.

## MEMBERS

### DANIEL URECH

*(Chair)*

Andreas Bosnjak  
Roger Bosshart

### JENNIFER BAYARD

*(Vice Chair)*

Barry Dequanne  
Val Hackel

Christopher McKinlay  
Andrea Vavassori

Viktoria Anashkina

## OUR BOARD MEMBERS SIT ON THE FOLLOWING COMMITTEES:

### FACILITIES

Roger Bosshart (C)  
Daniel Urech  
Jennifer Bayard  
Barry Dequanne

### FINANCE AND AUDIT

Christopher McKinlay (C)  
Daniel Urech  
Barry Dequanne  
Andrea Vavassori

### FUNDRAISING

Jennifer Bayard (C)  
Daniel Urech  
Barry Dequanne  
Viktoria Anashkina

### GOVERNANCE

Andreas Bosnjak (C)  
Daniel Urech  
Barry Dequanne  
Andrea Vavassori

# LEADERSHIP INTRODUCTION

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The ISZL leadership team is composed of seven staff members, each bringing their own expertise to their respective divisions. The team is responsible for overseeing the smooth daily operations of the school, while also strategically planning for ISZL's future. Their work is guided by a commitment to prioritising the best interests of students in all decision-making. Additionally, the leadership team ensures the effective implementation of ISZL's Mission and Vision.

*We want to extend our heartfelt thank you to former Director of Technology, Chris Vincent, who has moved into a new role at ISZL as Head of IT Systems & Processes.*

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## LEADERSHIP PROFILES



### BARRY DEQUANNE

*ISZL Director*

Barry DeQuanne is the Director of the International School of Zug and Luzern. Before moving to Switzerland, he worked at schools in Brasilia, São Paulo, Buenos Aires, and Swaziland. Originally from Canada, Barry has worked in the field of international education for over thirty years. Barry's academic background is in mathematics and computer science. Shortly after graduation, he realised where his professional passion was to be found. Barry is married and the proud father of two young children. Their home languages are English and Portuguese.

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In addition to his work at ISZL, Barry also served or is serving in the following roles:

- *President, Board of Trustees for the Association for the Advancement of International Education (AAIE)*
  - *Treasurer, Board of Trustees for the Swiss Group of International Schools (SGIS)*
  - *Member of School and University Leaders Summits, Council of International Schools (CIS)*
-

**MARIA VOUTOS***Deputy Director*

Maria joined the International School of Zug and Luzern (ISZL) in 2023 as Deputy Director, bringing extensive international experience from schools in China, Thailand, Korea, Canada, and the United States. Before joining ISZL, she served at Atlanta International School, a K-12 International Baccalaureate institution, where she founded the school's full-immersion Early Years Programme and later led as Head of Primary School. At ISZL, Maria has been leading work around curriculum cohesion and clarity, ensuring alignment and shared understanding across the learning continuum. She is a strategic thinker, community builder, trained Restorative Practitioner, Intercultural Development Inventory (IDI) Administrator, and an effective communicator committed to collaborative growth.

Maria holds a background in Early Childhood and Elementary Education and a Master's Degree in International Education. Originally from Canada, where her father immigrated from Greece, she speaks English, French, and Greek. Outside of school, Maria enjoys traveling with her wife, Tina, an educator in ISZL's Primary School, and their dog, Sacha.

**STEFAN DITTLI***Director of Operations*

Stefan Dittli is a Swiss citizen who was born in Zurich. He has a Master's Degree from ETH Zurich, a Swiss Federal Diploma in Information Technology and an Executive MBA in Digital Transformation from the University of Applied Sciences of the Grisons. A former High School teacher, Stefan joined ISZL from Swiss Re, leading global projects, and regional and global teams of up to 150 employees.

Stefan is married, and the proud father of two young adults — one who recently graduated from local High School and the eldest who just started his studies at the University of Zurich. He speaks German, English and some French.

**ANDREA GERLICH***Director of Admissions and Advancement*

Andrea is an experienced admissions professional with over 18 years working in the international school sector. She joined ISZL in September 2021. Prior to joining ISZL, Andrea served as Head of Admissions and Marketing at The International School of Azerbaijan. She also worked as a consultant on international projects in Kyrgyzstan and Uzbekistan after moving abroad in 1997 from her home country of Germany.

Outside of work, Andrea enjoys hiking and running in Switzerland's beautiful countryside, exploring new places with her husband Michael, going to the gym, and reading. She and Michael have two daughters who each earned the IB Diploma, one as a 2023 ISZL graduate and the other as a 2020 graduate of TISA in Azerbaijan.

**LINSEY LAWRENCE***High School Principal*

Linsey Lawrence worked as High School Principal and High School Vice Principal, and most recently as Acting Principal at UWCESA (Dover) in Singapore for 7 years before arriving at ISZL in 2022. She has also worked as an international educator in Malaysia, Hong Kong and Thailand. Linsey loves teaching Global Politics and Sociology, History, and Personal and Social Education. She is passionate about holistic education and nurturing wellbeing. Linsey has two children at ISZL and her husband works as an educator in the Primary School.

In her free time Linsey enjoys reading, cooking (and eating), cycling, yoga, weights, but mostly family time with her husband and daughters.

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**STUART BYFIELD***Middle School Principal*

Stuart has been a member of the ISZL community since joining in 2010 as Grade 7 Team leader and teacher of mathematics. He served as Assistant Principal of the Middle School working closely with staff, students and parents for seven years before taking on the Middle School Principal Role in 2019. Previously, he was part of the senior leadership team at Ranby House School in the UK, with responsibility for curriculum development and leading a traditional preparatory school towards a more modern and student-focused approach to teaching and learning.

Stuart is married to Nikki, who runs an arts and craft business within the Swiss community, and they have three boys.

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**MELISSA BLAND***Primary School Principal*

Mel joined ISZL in 2024 as the new Primary School Principal. Her previous role was Foundation Principal at Te Uho o te Nikau Primary School in Auckland, New Zealand. Mel led her former school from its establishment to an enrollment of over 1,000 students. Mel's experience spans from New Zealand to international schools globally [Philippines, Singapore, Malaysia and Tai-wan], to the International Baccalaureate (IB) Primary Years Programme. She has also worked leading early childhood centres, as her belief is that a primary principal needs to know the whole journey for our youngest learners. The children are the best part of a school day for her and she thrives when she feels connected with those she works with and the community in which she is based.

Mel is here with her partner Mike and their dog Nikau [ISZL's school dog]. Their families are spread across, NZ, Australia, Fiji, Samoa, Singapore and the United States. They are also grandparents to two girls. Mike is a Health & PE teacher with a passion for coaching. Mel was born and raised in New Zealand however she is also deeply rooted in her Fijian heritage from her mother's side of the family. In her free time, Mel loves to go for long dog walks, go shoe shopping and watch the game of rugby in any form.

# ISZL

## BY THE NUMBERS

FOUNDED IN  
**1961**



**3-18**

AGE RANGE OF STUDENTS



**1,179**

STUDENTS ENROLLED



**2**

CAMPUSES IN CANTON ZUG



**1**

CHALET IN THE ALPS



**131**

CLUBS AND ACTIVITIES



AVERAGE  
**450**

LUNCHES SERVED PER DAY AT ZUG CAMPUS



**60**

STUDENT NATIONALITIES



**24**

ACTIVE BUS ROUTES



OVER  
**600,000 KM**

COVERED BY OUR TRANSPORTATION FLEET



**45**

FIRST LANGUAGES SPOKEN

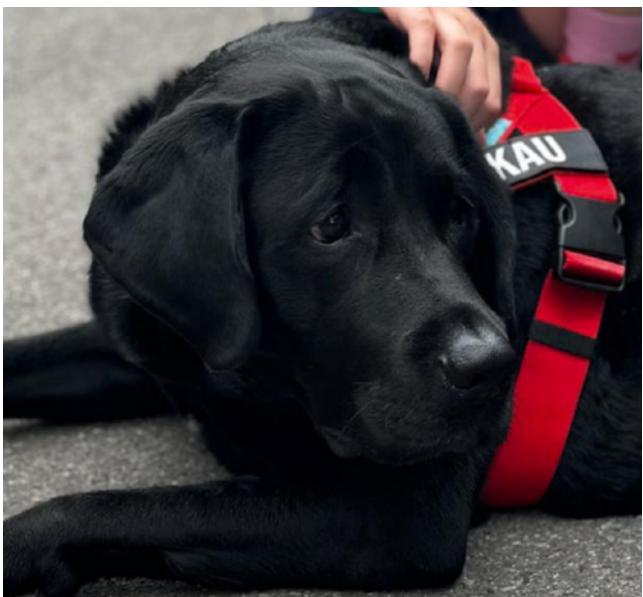


**780**

FAMILIES

**1**

CERTIFIED THERAPY DOG





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# JOURNEYS THAT SHAPE US TRANSFORMATIVE LEARNING THROUGH PERSONAL DEVELOPMENT WEEKS

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Every September, ISZL students swap their classrooms for real-world learning during Personal Development Weeks (PDWs). These immersive experiences help our students build confidence, independence, and a broader perspective of the world and their place within it. The people they meet, the places they explore, and the challenges they take on all play a role in shaping the young adults they are becoming.

PDWs are included in tuition fees and offered free of charge to all students, reflecting our commitment to making transformational experiences accessible to every learner.

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The PDW programme is carefully designed to grow with our students. In Primary School, trips focus on friendship and building independence. In Middle School, students take on new challenges, testing resilience and teamwork in outdoor settings. By High School, PDWs evolve into service learning experiences where students live and work alongside local communities, developing leadership, empathy, and global responsibility. These shared journeys create powerful connections: between students and staff, between peers, and between

ISZL and the communities we encounter. They give our students the push to step outside their comfort zone, the curiosity to explore new cultures, and the confidence to bring their learning back into the classroom.

As Grade 11 student Eliot S. reflected after a recent Impact Expedition in the Himalayas:

*"It was such a stark representation of the humanity of people, even those living in such harsh conditions... if the people living in this tiny village could be some of*



*the kindest people I've met, I could also try harder to be a better person."*

### THE GRADE 11 HIMALAYAS EXPERIENCE

In September 2025, nineteen Grade 11 students and four teachers travelled to Ladakh, India, for an "Impact Expedition" in partnership with the Global Himalayan Expedition (GHE). After acclimatising to the altitude and exploring Leh's monasteries and markets, the group travelled to a remote village in Hundar, where they would spend several days working alongside local families. As ISZL Director Barry Dequanne, who joined the group, reflected:

*"The days we shared became a journey through history, culture, and resilience, but above all, a celebration of human connection. Being in the Ladakh region feels like stepping directly into history... It was a living lesson in how history is not behind us, but under our feet, woven into the people and places that carry its story forward."*

Once in Hundar, students split into groups to install rocket stoves in households and solar panels on the village monastery. They also joined in daily activities such as harvesting barley, roasting grain, and churning milk into butter. For Eliot (Grade 11), the most powerful moments came not only in the work, but in the way villagers welcomed them:

*"Each time we went to install the rocket stoves the people living in the village would not only welcome us, complete strangers, into their homes but also give us tea and food."*

A poignant memory for Mr. Dequanne came when the students joined villagers in the fields during a time of mourning:

*"A touching and poignant moment during our time in the village came when a family was tragically mourning the loss of a son. Out of respect, no celebrations were held that week. Yet, with the rains approaching, the barley harvest could not be delayed. Shoulder to shoulder, our students joined the community in the fields, embodying empathy not as an abstract concept but as a lived act of solidarity. It was a lesson in humility, service, and shared humanity that no classroom could replicate."*

Camping in the Himalayas offered yet another layer of learning. Eliot recalled the contrast between life in Switzerland and the remoteness of the valley:

*"Driving to and out of the valley in which the village was situated, the rough road was winding and right above a river. Although it was unnerving, we spoke to the villagers about how important the road was. When I was there, I thought back to Switzerland and reflected on how I had always taken paved, safe roads*

*for granted and how essential they are to my everyday life."*

For Mr. Dequanne, the nights under starlit skies offered their own lesson:

*"Camping at high altitude brought its own lessons: no light pollution and no distractions, but only silence, stars, and the bonds of shared challenge. It is in such moments that resilience, understanding, and compassion are built."*

## LESSONS THAT LAST

As both student and director reflections show, the Himalayas trip went beyond being an expedition:

*"Our PDW programme is not an add-on; rather, it is an integral part of learning at ISZL. These experiences stretch our students beyond the familiar, nurturing curiosity, empathy, and a sense of responsibility as global citizens. They return with deeper questions, greater resilience, and renewed gratitude for each other, for the world, and for the lessons only lived experience can teach."*

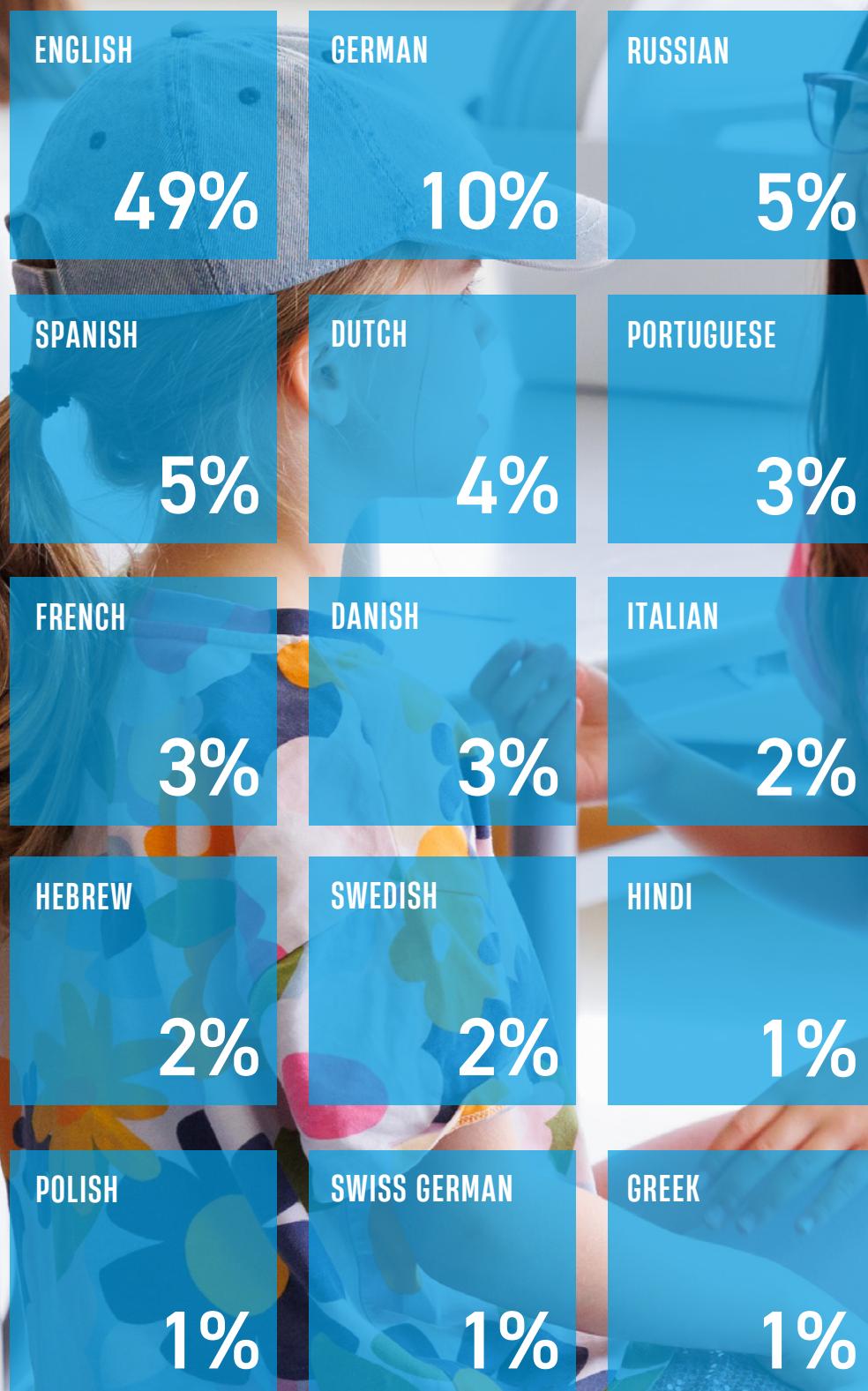


## PERSONAL DEVELOPMENT WEEK DESTINATIONS

Recent PDW experiences have taken ISZL students to destinations across Europe and beyond, including:

COPENHAGEN  
FRANCE  
GHANA  
ICELAND  
INDIA  
LISBON  
NETHERLANDS  
SCOTLAND  
SPAIN  
CORNWALL, UK  
WALES, UK  
LAKE ANNECY, FRANCE  
LAKE GARDA, ITALY  
CRANS MONTANA  
WENGEN

# FIRST LANGUAGES OF STUDENTS

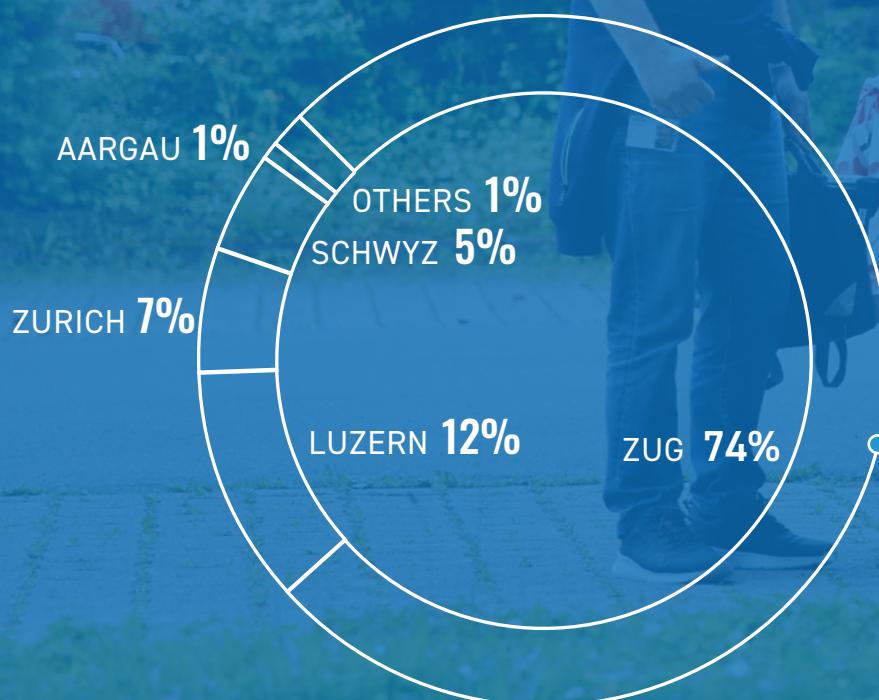


Fewer than 1% of each of the following (not an exhaustive list): Chinese, Afrikaans, Turkish, Ukrainian, Norwegian, Czech, Norwegian Bokmål, Finnish, Hungarian, Vietnamese, Telugu, Croatian, Arabic, Sinhala, Romanian, Marathi, Mandarin, Filipino, Estonian, Catalan, Bengali, Urdu, Serbo-Croatian, Serbian, Latvian, Korean, Japanese, Icelandic, Gujarati, Burmese, Bulgarian, Australian languages.

# WHERE OUR FAMILIES LIVE

This page is one of our most popular regular features, as new families work out where they would like to move to.

## WHERE OUR FAMILIES LIVE BY CANTON



## TOP 10 POSTCODES IN ZUG

- |     |                 |      |
|-----|-----------------|------|
| 1.  | ZUG             | 6300 |
| 2.  | BAAR            | 6340 |
| 3.  | CHAM            | 6330 |
| 4.  | ÖBERÄGERI       | 6315 |
| 5.  | UNTERÄGERI      | 6314 |
| 6.  | WALCHWIL        | 6318 |
| 7.  | ROTKEUZ         | 6343 |
| 8.  | STEINHAUSEN     | 6312 |
| 9.  | ÖBERWIL BEI ZUG | 6317 |
| 10. | HÜNENBERG       | 6331 |





# ENROLMENT

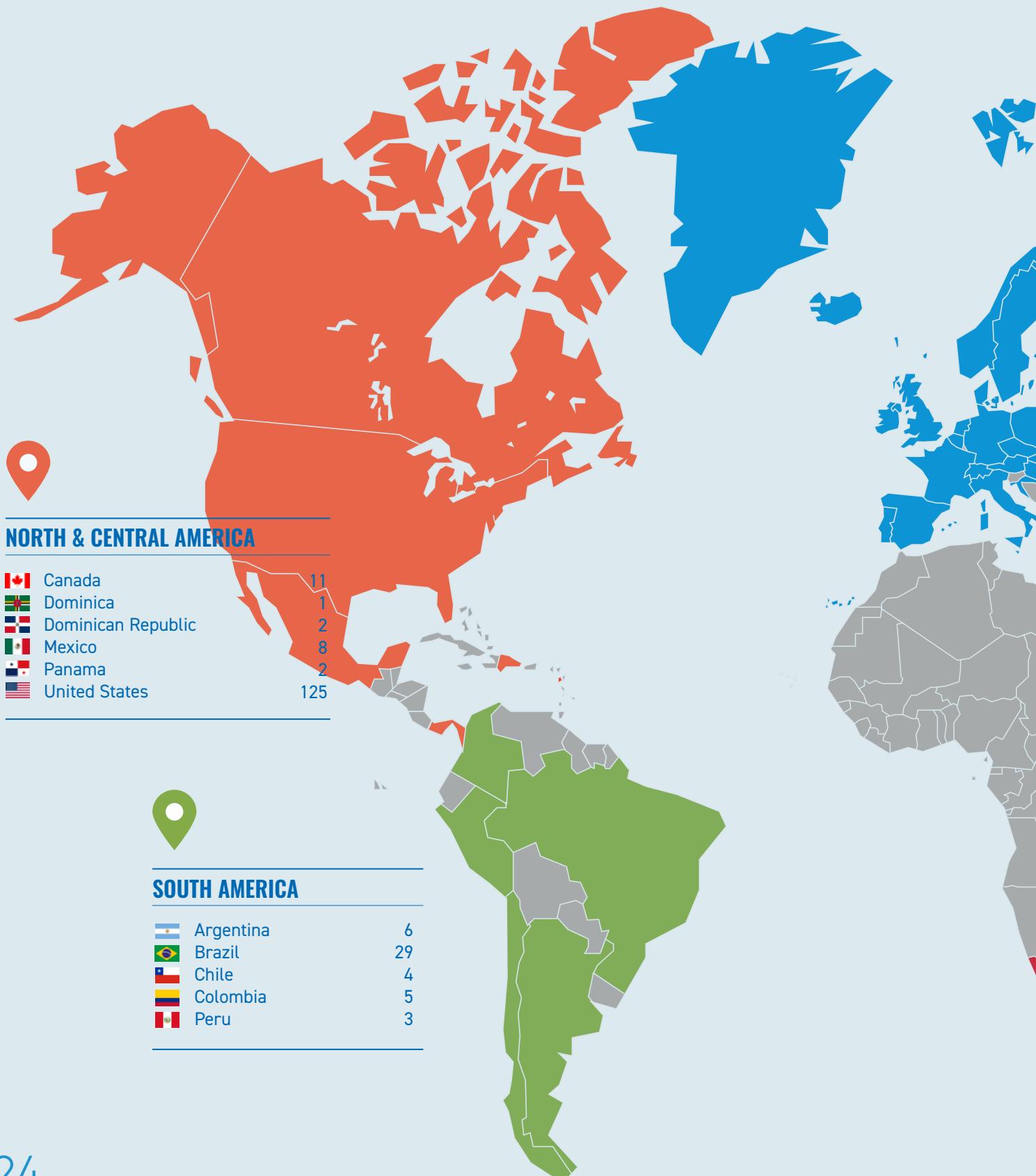


## ENROLMENT OVER THE LAST FIVE YEARS AT THE START OF THE SCHOOL YEAR

2021-22	2022-23	2023-24	2024-25	2025-26
<b>1200</b>	<b>1225</b>	<b>1260</b>	<b>1200</b>	<b>1179</b>

DIVISION	DIVISION TOTAL	GRADE	GRADE TOTAL
PRIMARY	432	Early Years 1 Early Years 2 Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5	25 41 35 51 62 59 68 91
MIDDLE	273	Grade 6 Grade 7 Grade 8	81 97 95
HIGH	474	Grade 9 Grade 10 Grade 11 Grade 12	107 123 127 117

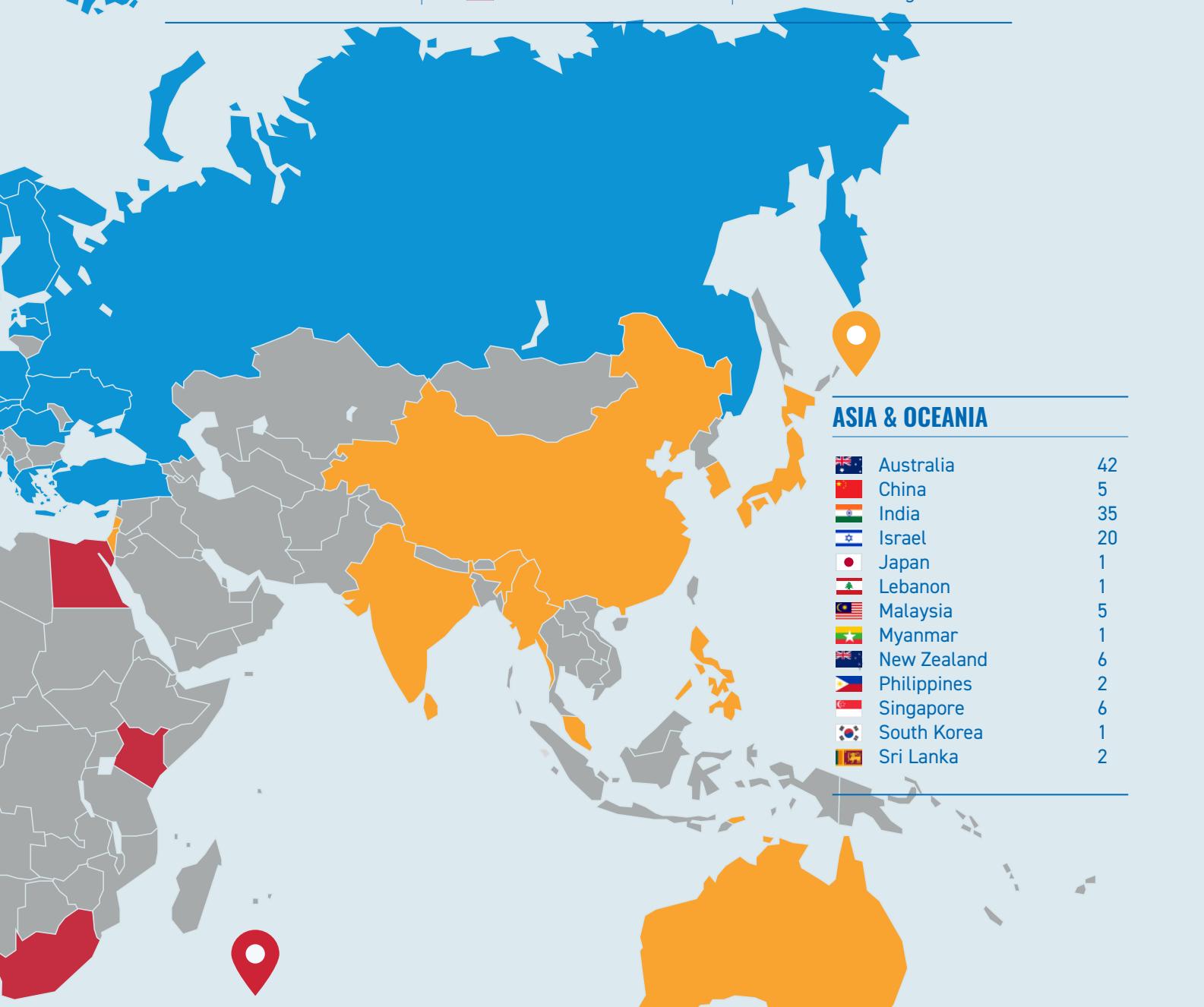
# STUDENT NATIONALITIES





## EUROPE

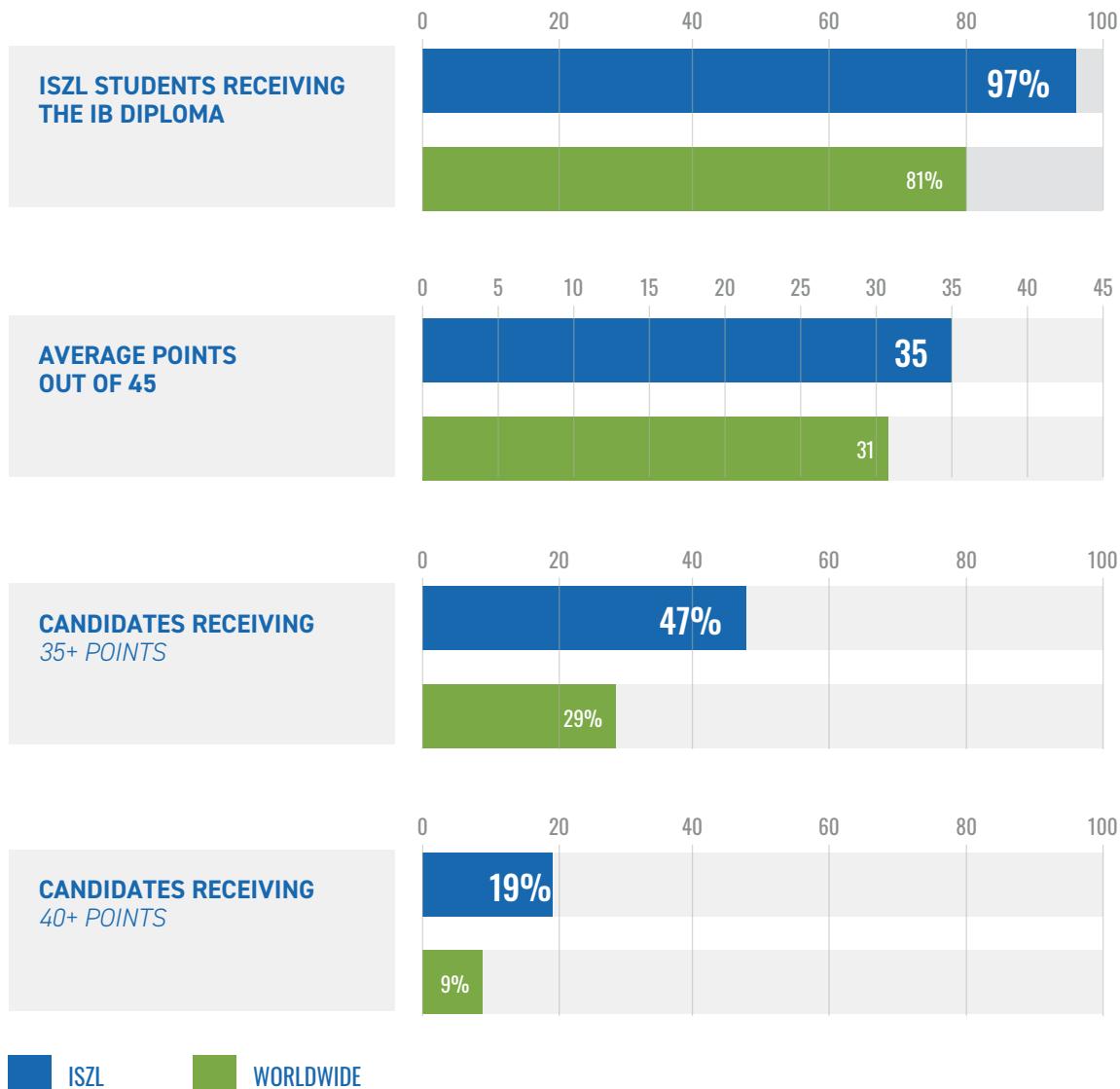
	Austria	10		Germany	100		Portugal	7
	Belgium	34		Greece	9		Romania	2
	Bulgaria	2		Hungary	2		Russia	34
	Croatia	4		Iceland	1		Slovakia	4
	Cyprus	6		Ireland	10		Slovenia	3
	Czech Republic	6		Italy	37		Spain	31
	Denmark	39		Latvia	2		Sweden	29
	Estonia	2		Malta	2		Switzerland	94
	Finland	5		Netherlands	41		Turkey	8
	France	43		Norway	13		Ukraine	13
				Poland	17		United Kingdom	208



## AFRICA

	Egypt	2
	Kenya	1
	South Africa	33

# IB DIPLOMA RESULTS



HIGHEST POINTS OBTAINED BY AN ISZL STUDENT

**44**

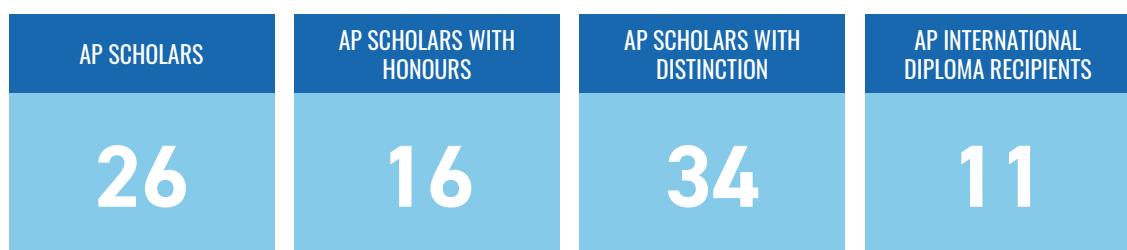
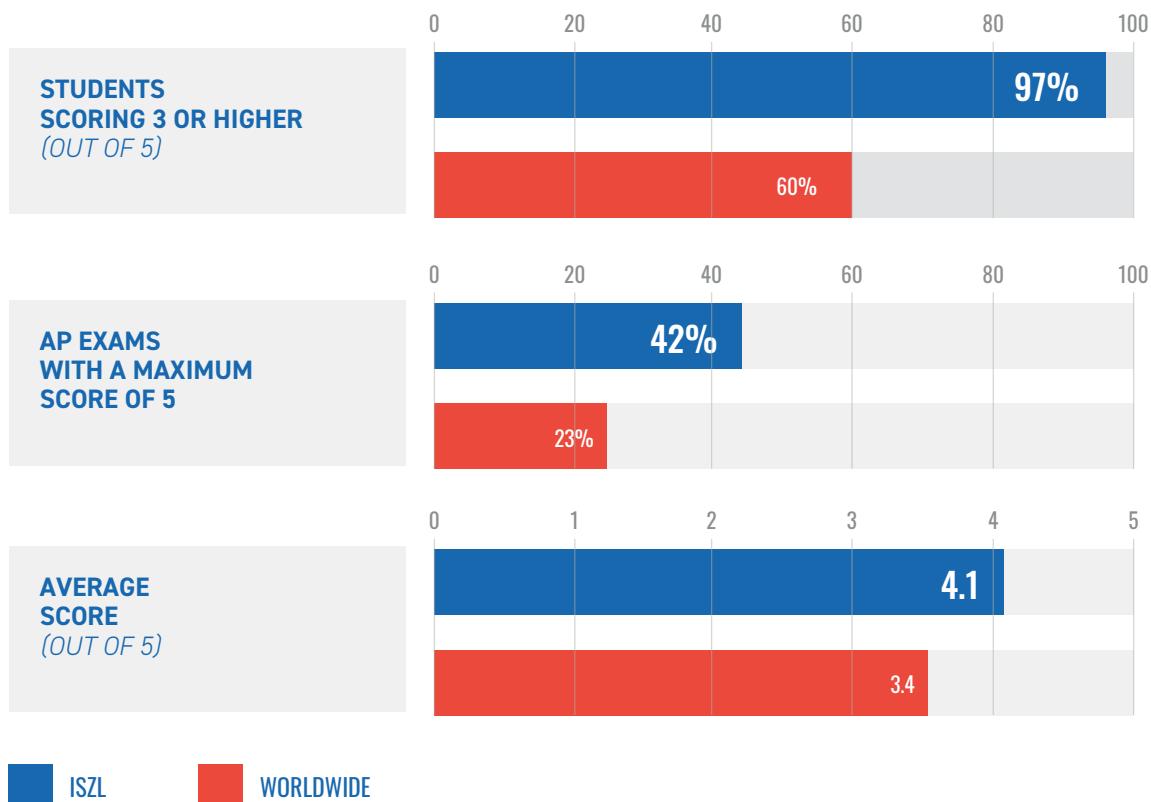
BILINGUAL DIPLOMAS

**22%**

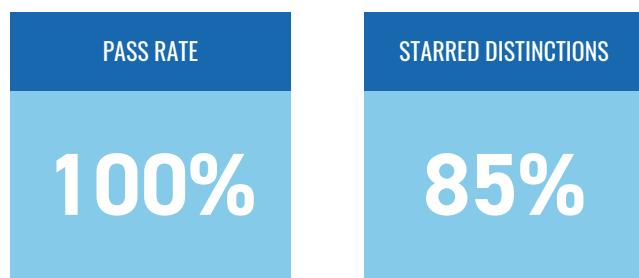
NUMBER OF GRADE 12 IB STUDENTS

**68**

# AP AND BTEC RESULTS



## BTEC DIPLOMA IN CREATIVE MEDIA PRODUCTION



# 2023–2025 UNIVERSITY ACCEPTANCES AND MATRICULATION

A REPRESENTATIVE LIST OF ACCEPTANCES OVER THE LAST THREE YEARS INCLUDES, BUT IS NOT LIMITED TO:



## AUSTRALIA

RMIT  
University of Melbourne  
University of Queensland  
University of Sydney



## BELGIUM

Ghent University  
KU Leuven



## CANADA

Concordia University  
Emily Carr University of Art and Design  
McGill University  
McMaster University  
Queen's University  
Trent University  
University of Alberta  
University of British Columbia  
University of Guelph  
University of Toronto  
University of Waterloo  
Western University  
York University



## CHINA

Fudan University



## CZECHIA

Charles University



## FRANCE

American University in Paris  
Collège Universitaire de Sciences Po  
EDHEC Business School  
ESCP-Europe - Paris  
Paris College of Art  
EDHEC Business School  
ESCP-Europe - Paris  
Paris College of Art  
Collège Universitaire de Sciences Po



## GERMANY

Bard College Berlin  
Bonn-Rhein-Sieg University of Applied Sciences  
Ludwig Maximilian University of Munich  
Mittweida University of Applied Sciences  
MSH Medical School Hamburg



## GREECE

The American College of Greece  
University of Crete



## HONG KONG

Hong Kong University of Science and Technology  
University of Hong Kong



## HUNGARY

Semmelweis University of Medical Sciences



## IRELAND

Trinity College Dublin  
University College Dublin



## ITALY

Academia Italiana  
Humanitas University  
Istituto Marangoni  
Università Bocconi  
Università di Torino



## NETHERLANDS

Amsterdam University College  
Amsterdam University of Applied Sciences  
Breda University of Applied Sciences  
Eindhoven University of Technology  
Erasmus University College  
Erasmus University Rotterdam  
Fontys University of Applied Sciences  
HAN University of Applied Sciences  
Hanze University of Applied Sciences  
Hotel Management School Maastricht  
Leiden University  
Leiden University College The Hague  
Maastricht University  
Rotterdam Business School  
Rotterdam University of Applied Sciences  
Technical University of Delft  
The Hague University of Applied Sciences  
Tilburg University  
University College Roosevelt  
University College Tilburg  
University College Venlo  
University of Amsterdam  
University of Groningen  
University of Twente  
Utrecht University  
Vrije Universiteit Amsterdam  
Windesheim University of Applied Sciences



## LATVIA

Riga Stradins University (Medicine)



## SPAIN

Abat Oliba CEU University  
EAE Business School  
ESADE Business School  
European University of Madrid  
IE University  
Universidad Carlos III de Madrid (UC3M)  
Universidad Europea  
University of Navarra



## SWEDEN

Luleå University of Technology  
Lund University  
Royal Institute of Technology (KTH)  
University of Gävle



## SWITZERLAND

École Hôtelière de Lausanne  
École Polytechnique Fédérale de Lausanne (EPFL)  
ETH Zurich  
EU Business School - Geneva  
Franklin University Switzerland  
Glion Institute  
Les Roches  
Lucerne University of Applied Sciences  
Swiss Business School  
UIBS Zurich  
Università della Svizzera italiana  
University of Lausanne  
University of St. Gallen  
University of Zurich  
Webster University Geneva



## UNITED KINGDOM

Abertay University  
Arts University Bournemouth  
Aston University  
Birkbeck, University of London  
Birmingham City University  
Bristol University  
British and Irish Modern Music Institute (BIMM)  
Brunel University London  
Cardiff Metropolitan University  
Cardiff University  
City University of London  
Coventry University  
Durham University  
Falmouth University

# NATIONAL SCHOOL of JAZZ

Glasgow Caledonian University  
Goldsmiths, University of London  
Hartpury University  
Heriot-Watt University  
Imperial College London  
Istituto Marangoni London  
Keele University  
King's College London  
Kingston University  
Lancaster University  
Leeds Arts University  
Leeds Beckett University  
Leeds Trinity University  
Liverpool Hope University  
London School of Economics and Political Science  
Loughborough University  
Manchester Metropolitan University  
Middlesex University  
Newcastle University  
Norwich University of the Arts  
Nottingham Trent University  
Queen Mary University of London  
Ravensbourne University London  
Regent's University  
Robert Gordon University  
Royal Holloway, University of London  
Royal Veterinary College, University of London  
Sheffield Hallam University  
St. George's, University of London  
Swansea University  
University College London  
University For the Creative Arts  
University of Aberdeen  
University of Bath  
University of Birmingham  
University of Brighton  
University of Bristol  
University of Cambridge  
University of Central Lancashire  
University of Dundee  
University of East Anglia  
University of East London

University of Edinburgh  
University of Essex  
University of Exeter  
University of Glasgow  
University of Leeds  
University of Leicester  
University of Liverpool  
University of Manchester  
University of Nottingham  
University of Oxford  
University of Plymouth  
University of Reading  
University of Salford  
University of Sheffield  
University of Southampton  
University of St. Andrews  
University of Stirling  
University of Strathclyde  
University of Surrey  
University of Sussex  
University of the Arts London  
University of Warwick  
University of York



**UNITED STATES OF AMERICA**  
Arizona State University  
Babson College  
Barnard College  
Bentley University  
Boston College  
Boston University  
Brown University  
California College of the Arts  
Carnegie Mellon University  
College of William and Mary  
Cornell University  
Detroit Institute of Music Education  
Drexel University  
Emerson College  
Emory University  
Florida Institute of Technology  
Fordham University

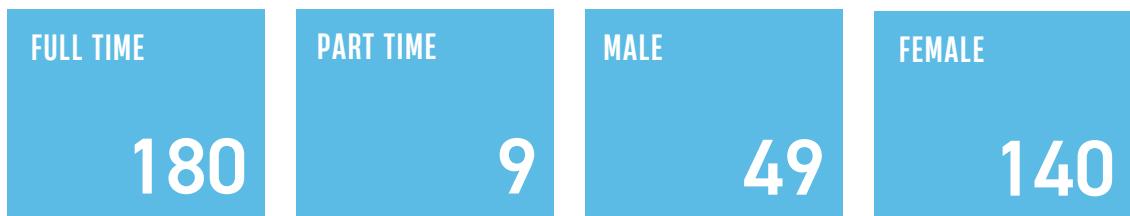
George Washington University  
Georgia Institute of Technology  
Harvard University  
Indiana University at Bloomington  
Ithaca College  
Los Angeles College of Music  
New Jersey Institute of Technology  
New York University  
Northwestern University  
Parsons School of Design  
Pennsylvania State University  
Purdue University  
Rhode Island School of Design  
Ringling College of Art and Design  
Rochester Institute of Technology  
Rollins College  
Sarah Lawrence College  
Savannah College of Art and Design  
Stanford University  
Syracuse University  
Tufts University  
University of California, Davis  
University of California, Los Angeles  
University of California, San Diego  
University of Colorado Boulder  
University of Denver  
University of Illinois Urbana-Champaign  
University of Massachusetts Amherst  
University of Miami  
University of Michigan Ann Arbor  
University of North Carolina at Chapel Hill  
University of Pennsylvania  
University of Pittsburgh  
University of San Diego  
University of San Francisco  
University of Vermont  
University of Virginia  
University of Washington  
University of Wisconsin-Madison  
Virginia Tech  
Wake Forest University

# FACULTY AND STAFF

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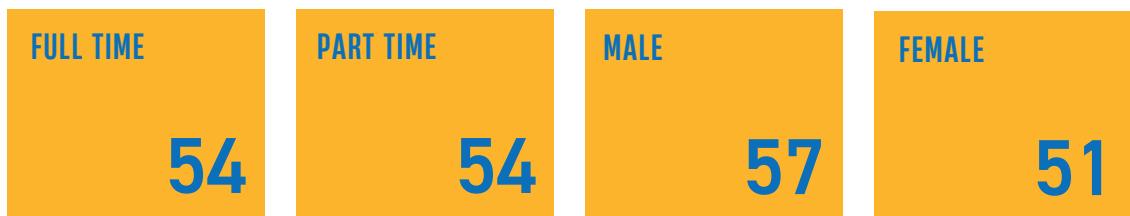
## TEACHING STAFF

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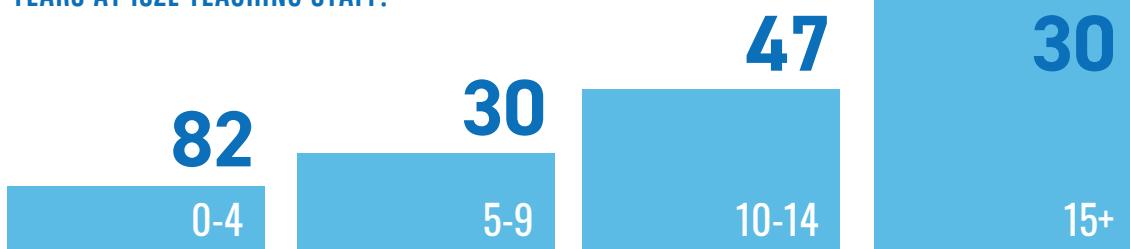


## NON-TEACHING STAFF

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## YEARS AT ISZL TEACHING STAFF:



## YEARS AT ISZL NON-TEACHING STAFF:



## NATIONALITY TEACHING STAFF:

Australia, Brazil, Canada, Czech Republic, Finland, France, Germany, Greece, Hungary, India, Ireland, Italy, Liechtenstein, Luxembourg, Malaysia, Netherlands, New Zealand, Poland, Romania, Slovakia, South Africa, Spain, Sweden, Switzerland, United Kingdom, United States

## NATIONALITY NON-TEACHING STAFF:

Australia, Austria, Bulgaria, Canada, China, Finland, Germany, Greece, Israel, Italy, Japan, North Macedonia, Norway, Poland, Portugal, Romania, Serbia, Slovakia, South Africa, Spain, Sri Lanka, Switzerland, United Kingdom, United States





## KEY

- EISSR
  - ESCI
  - JV
  - HHC
  - HS
  - ISSL
  - MS
  - PS
  - SCIS
  - SGIS
  - V
- EUROPEAN INTERNATIONAL SCHOOLS SKI RACE  
EUROPEAN SPORTS CONFERENCE  
JUNIOR VARSITY  
HEINRICH HARRER CHAMPIONSHIPS  
HIGH SCHOOL  
INTERNATIONAL SCHOOLS SPORTS LEAGUE  
MIDDLE SCHOOL  
PRIMARY SCHOOL  
SPORTS COUNCIL OF INTERNATIONAL SCHOOLS  
SWISS GROUP OF INTERNATIONAL SCHOOLS  
VARSITY

# ANNUAL SPORTS RESULTS 2024/25

## RUGBY

U16

U18

Invitational, SGIS

INV-Cancelled, SGIS - Champions

INV-Cancelled, SGIS - Champions

## FOOTBALL

MS Boys A

MS Boys B

MS Girls A

MS Girls B

JV Boys

JV Girls

Varisty Boys

Varisty Girls

ISSL, SGIS, ESC

ISSL, SGIS

ISSL, SGIS, ESC

ISSL, SGIS

ISSL, SGIS, ESC

ISSL, SGIS, ESC

ISSL, SGIS, ESC

ISSL, SGIS, ESC

ISSL - 2nd Place / SGIS - 3rd Place / ESC - Champions

ISSL - 2nd Place

ISSL - Cancelled / SGIS - 3rd Place / ESC - Champions

ISSL - 4th Place

ISSL - Champions / SGIS - Champions / ESC - 5th Place

ISSL - 2nd Place / SGIS - 2nd Place / ESC - 2nd Place

ISSL - 2nd Place / SGIS - 5th Place / ESC - 3rd Place

ISSL - 4th Place / SGIS - 7th Place / ESC - 6th Place

## CROSS COUNTRY

PS

MS

HS

ISSL

ISSL, SGIS, ESC

SGIS

ISSL - 2nd Girls, 3rd Boys

ISSL - 1st Girls, 3rd Boys / SGIS & ESC - No rank

SGIS - Champions

## BASKETBALL

PS

MS Boys A

MS Boys B

MS Girls A

MS Girls B

JV Boys

JV Girls

Varisty Boys

Varisty Girls

ISSL, SGIS

ISSL, SGIS, ESC

ISSL, SGIS

ISSL, SGIS, ESC

ISSL, SGIS

ISSL, SGIS, ESC

ISSL, SGIS, ESC

ISSL, SGIS, ESC

ISSL - Champions / SGIS - Champions

ISSL - 3rd Place / SGIS - 8th Place / ESC - 2nd Place

SSL - 4th Place / SGIS - 4th Place

ISSL - 2nd Place / SGIS - 6th Place / ESC - 2nd Place

ISSL - Cancelled / SGIS - No Rank

ISSL - 2nd Place / SGIS - 3rd Place / ESC - 2nd Place

ISSL - 2nd Place / SGIS - No rank / ESC - 4th Place

ISSL - 3rd Place / SGIS - 5th Place / ESC - 2nd Place

ISSL - 4th Place / SGIS - No Rank / ESC - 6th Place

## SWIMMING

PS

MS

HS

INV, ISSL

ISSL, SGIS

ISSL, SGIS, ESC

Individual Ranking

Individual Ranking

Individual Ranking

## SKIING

PS

MS

HS

ISSL, Volkl Cup

EISSR, Volkl Cup, HHC

EISSR, Volkl Cup, HHC

ISSL - Champions / Volkl Cup - Champions

EISSR - No Rank / Volkl Cup - Champions / HHC - Champions

Volkl Cup - Champions / HHC - Champions

## BADMINTON

PS

MS

HS

SGIS

SGIS

ISSL, SGIS, ESC

SGIS - No Ranking

SGIS - Champions

ISSL - 3rd Place / SGIS - Champions/ ESC - 2nd Place

## SOFTBALL

HS

ISSL

ISSL - No Rank

## VOLLEYBALL

PS

MS Boys ISSL

MS Girls A

MS Girls B

JV Girls

Varisty Boys

Varsity Girls

SGIS

ISSL - Cancelled

ISSL, Invitational,SGIS

ISSL, Invitational

ISSL, SGIS, ESC

ISSL, SGIS, ESC

ISSL, SGIS, ESC

Champions

ISSL - 3rd Place / INV - 4th Place / SGIS - 4th Place

ISSL - 3rd Place / INV - 4th Place

No Team this year

ISSL - Champions / SGIS - Champions / ESC - 2nd Place

ISSL - 3rd Place / SGIS - 7th Place / ESC - 6th Place

## TRACK & FIELD

PS

MS

HS

ISSL, SGIS

ISSL, SGIS

ISSL, SGIS, ESC

ISSL - Champions / SGIS - 2nd Place

ISSL - Champions / SGIS - 2nd Place

ISSL - 4th Place/ SGIS - Girls Champions / ESC - No rank

## GOLF

MS+HS

ISSL, SGIS

ISSL - No rank, SGIS - No rank

## TENNIS

MS

HS

ISSL, SGIS

ISSL, SGIS, ESC

ISSL - 2nd Place / SGIS - 2nd Place

ISSL - 3rd Place / SGIS - No rank / ESC - 2nd Place

# HOW OUR SAFEGUARDING POLICIES TRANSLATE INTO DAILY PRACTICE

*Written by*  
**SARA TAT,**  
Designated Safeguarding Lead  
and Head of Counselling



At the beginning of each school year, the message 'Safeguarding our Students is our Greatest Responsibility'

is displayed for all staff. It serves as a key reminder for us all that before teaching and learning can occur, students need to feel safe and cared for. But what does the word "Safeguarding" really mean in schools? The term 'Safeguarding' refers to all of the preventative measures that we take in the best interest of student safety and wellbeing and is embedded in the work we do each and every day at ISZL. Safeguarding is an umbrella term and includes things such as: recruitment and hiring, fa-





cilities, code of conduct, staff training, student education and more.

It is important to know that safeguarding does not mean removing all risks, as risk-taking is a vital part of learning. It does not mean unnecessary restrictions, guidelines or policies as safeguarding policies are intentionally designed to support student well-being and safety and follow both local and international recommendations. Safeguarding means being intentional about our choices as a school in regards to student wellbeing and safety and continuously asking the question, "what is the best care we can provide for our students?"

As an international community of educators, we have staff from all over the world and each person brings their own unique and valuable experience. While our experiences and perspectives may differ, safeguarding expectations are consistent for all ISZL staff. Guidelines around standards of behaviour, curriculum, and more are outlined in our Guidelines for Safer Working Practices and shared with staff. Staff are encouraged to ask questions and consult or seek clarification throughout the year as needed.

All of our ISZL staff, both teaching and non-teaching, complete annual Child Protection and Safeguarding training. For new staff that join us, they complete an extended training to ensure that they are clear on our Child Protection Handbook, school policies, and reporting platforms. These trainings help to ensure common language and practices between staff. The goal is for all staff, regardless of their direct interactions with students, to feel confident in their ability to identify concerns and respond appropriately.

With students, we encourage them from the time they start at ISZL to report to a trusted staff member should they see, hear about, or experience something that is unsafe or gives them concern about their own or another person's wellbeing. Our High School students have an alternative option to report online and can do so anonymously. ISZL staff are trained in ways to respond to disclosures and also are aware of their professional responsibilities to report via our MyConcern platform or to a member of our Child Protection Team.

Our Child Protection Officers consist of key staff members that have additional training in Child Protection. All

of our nurses, counsellors, assistant principals, principals, Deputy Director and Director are Child Protection Officers, often referred to as "CPOs." Each CPO brings their training, experience and knowledge to our team and serves as a resource within our community. Our Child Protection Officers not only support when a concern or need is identified but they also work preventatively to ensure that students, staff and parents have adequate resources to support student safety and well-being. In our Primary School, students learn about the Zones of Regulation and how to identify body sensations that may be associated with different regulatory states. This type of programme helps students to be able to identify when their body is telling them something is wrong and what they can do. Students are taught the concept of consent at an early age which is reinforced through lessons on personal space, boundaries and safe and unsafe touch.

Throughout Middle and High School, safeguarding topics continue to expand and include things like healthy relationships, social media and digital safety, substance

use and more. As students become older, their peer relationships become increasingly more important and influential. We also know that students may, at times, have a concern about a peer and not be equipped to provide them with the support they need. In these instances, we encourage students to talk to a trusted adult who can help them navigate the situation and ensure that their peer receives the support they need. All of our community members are encouraged to report if they ever have a concern related to the safety or wellbeing of an ISZL student. ISZL parents and guardians play a vital role in safeguarding and through their partnership and support, we can ensure that student well-being and safety is at the forefront of what we do. Through our Parent Portal, parents/guardians can make a report which will be directed to the Designated Safeguarding Lead and followed-up on in accordance with our Child Protection Handbook

Safeguarding is not done in isolation and is a collective, daily effort in support of our students. Our Safeguarding policies at ISZL support this work and will continue to prioritise students and their needs.





# MAKING A DIFFERENCE: ISZL'S FUND FOR EXCELLENCE

The Fund for Excellence (FFE) provides important resources beyond our operational budget, allowing us to enhance student learning and reach higher levels of educational excellence. With the support of the FFE, we are able to offer students valuable experiences and opportunities that enrich their education. Each year, the FFE is responsible for funding several notable projects that enhance the curriculum, drive innovation, and support holistic development of students.

Thanks to the support of the FFE, ISZL has been able to reach important milestones, such as receiving the ISC Environment Award in 2022 and being named a top finalist for the World's Best School in Environmental Action. As a non-profit school, we rely on the generosity of our community. Your support helps us continue to grow, innovate, and provide the very best learning experiences for our students. Together, we're shaping a brighter future for our school and beyond.



## STAGE PROJECTORS FOR DIGITAL DESIGN

Thanks to support from the Fund for Excellence (FFE), the Zug Campus Baarburg Theatre is now equipped with powerful new projectors.

These projectors open up exciting possibilities for our community, allowing the Tech Team to bring performances to life with immersive digital environments. Beyond enhancing our theatrical productions, they also provide new opportunities for creative learning and add versatility to a wide range of live events at ISZL.



## EXPANDING PLAY WITH TABLE TENNIS

The FFE supported the purchase of two durable table tennis tables, complete with paddles, balls, and storage, to create new opportunities for play and learning in the Primary School. The tables provide a flexible way to expand what is available to students during outdoor play. Not only do they offer a fun and engaging activity for children who may not always want to play soccer, they also help students develop important hand-eye coordination and racquet skills. The project has enriched the PE curriculum while also enhancing the variety and inclusivity of free play, encouraging collaborative, social, and active experiences.



## AUDIOBOOK COLLECTION AT THE LIBRARY

With support from the FFE, our Zug Campus Library has launched a new audiobook collection to support Literature Circles in Grades 4–8. While these student-led book discussions are a key part of Language & Literature classes, limited access to audiobooks has created challenges for English language learners and students with reading differences.

The new collection, hosted on the Sora digital platform, ensures all students can fully participate (regardless of reading ability) by offering multimodal access to literature. This initiative promotes inclusivity, supports diverse learning needs, and encourages confidence in reading and discussion. As these books are purchased in Sora, they are also available to anyone in the community with an ISZL Sora account.

## A GARDEN FOR LEARNING AND GROWTH

Our Early Years team used FFE funding to transform the garden into a hands-on research space, complete with a new shed and wormeries. Children helped design the area, sharing their ideas through drawings, observations, and play. Together, they explored composting and sustainability, enriching the soil with their own worm-produced compost. Thanks to their hard work, the garden is now a vibrant space where they can explore and grow. The children held a garden party to celebrate, singing and enjoying the produce they had grown!

## ADDITIONAL COMPLETED FFE-FUNDED PROJECTS

ISZL Arts Week  
Music Manuscript Library  
Student Technology Projects  
Visiting author Katherine Marsh  
Taxidermy Animals in Early Years  
Display Cabinet for 3D Art and Design Outcomes

Visiting maths specialist Fran Watson  
Performance Headsets for the Theatre  
Food Truck Business Entrepreneurship Group (loan)  
ISZL News Club  
Pinewood Derby Track  
Ideas Hub

Scan the QR code to donate and learn more about the FFE



# AUDITED FINANCIAL REPORT\*

## BALANCE SHEET AS OF 31.07.2025

ASSETS	CHF
<i>Current assets</i>	<b>45,440,647</b>
<i>Non-current assets</i>	<b>48,343,404</b>
<b>TOTAL ASSETS</b>	<b>93,784,051</b>
LIABILITIES AND CAPITAL	
<i>Current liabilities</i>	<b>42,754,303</b>
<i>Non-current liabilities</i>	<b>13,720,000</b>
<i>Fund</i>	<b>20,386,766</b>
<i>Organisation capital 31.07.25</i>	<b>16,922,983</b>
<b>TOTAL LIABILITIES AND CAPITAL</b>	<b>93,784,051</b>

## STATEMENT OF OPERATIONS 2024/25

<i>Revenue</i>	<b>45,952,699</b>
<i>Donations received</i>	<b>96,071</b>
<i>Contributions from public authorities</i>	<b>1,167,648</b>
<b>OPERATING REVENUE</b>	<b>47,216,416</b>
<i>Personnel expenses</i>	<b>- 34,890,016</b>
<i>Operating expenses</i>	<b>- 9,205,035</b>
<b>RESULT BEFORE INTEREST, DEPRECIATION, AND AMORTISATION</b>	<b>3,121,365</b>
<i>Depreciation and valuation adjustments to fixed assets</i>	<b>- 1,606,827</b>
<b>RESULT BEFORE INTEREST</b>	<b>1,514,539</b>
<i>Financial expenses</i>	<b>- 313,012</b>
<i>Financial income</i>	<b>74,832</b>
<i>Extraordinary income</i>	<b>563,452</b>
<b>ANNUAL RESULT</b>	<b>1,839,811</b>

\*The Audited Financial Statement of the ISZL. The financial statements were audited by the statutory auditors, BDO Limited Switzerland, and approved by the ISZL Board of Trustees in November 2025. The information presented above reflects the financial position as of 31 July 2025.

## A WORLD-CLASS LEARNING COMMUNITY

The International School of Zug and Luzern (ISZL) is an independent co-educational, non-profit day school serving the international community of Central Switzerland by providing a comprehensive education from Early Years to university preparation, from ages 3 to 18.

As an International Baccalaureate (IB) World School, ISZL is authorised by the IB Organisation to offer the Primary Years, Middle Years, IB Diploma and Career-related Pathway Programmes. In addition, students in Grades 11 and 12 have the option of taking Advanced Placement (AP) courses and exams, which are audited by the College Board.

ISZL has been accredited by the prestigious and highly respected Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISZL is a member of the Swiss Group of International Schools (SGIS) and the Educational Consortium of International Schools (ECIS).

ISZL is supervised by the Educational Authorities of the Canton of Zug and operates with their approval.

## A NON-PROFIT FOUNDATION

ISZL is registered as a non-profit foundation (Stiftung) in Switzerland.



## EINE LERNGEMEINSCHAFT DER WELTKLASSE

Die International School of Zug und Luzern (ISZL) ist eine unabhängige, gemeinnützige Tagesschule die der internationalen Gemeinschaft der Zentralschweiz eine umfassende Ausbildung vom Vorschulalter bis hin zur Universitätsvorbereitung für 3 - 18 Jährige anbietet.

ISZL ist als International Baccalaureate (IB) World School durch die IB Organisation autorisiert die Primary Years, Middle Years, IB Diploma und Career-related Pathway anzubieten. Ausserdem haben Schüler der 11. und 12. Klasse die Möglichkeit, Advanced Placement (AP) Kurse zu belegen und Examen abzulegen. Alle AP Kurse werden vom College Board überprüft.

ISZL ist akkreditiert vom renommierten und hochangesehenen Council of International Schools (CIS) und der New England Association of Schools and Colleges (NEASC). Die Schule zeigt damit, dass ihre akademischen Programme von höchster Qualität sind.

ISZL wird von der Bildungsbehörde des Kantons Zug beaufsichtigt, und wird mit deren Genehmigung geführt.

## EINE GEMEINNÜTZIGE STIFTUNG

ISZL ist nach schweizerischem Recht als gemeinnützige Stiftung organisiert.



### ISZL ZUG CAMPUS - MAIN OFFICE:

Walterswil 1, 6340 Baar, Switzerland  
Tel. +41 41 768 2900  
Email. [office.zug@iszl.ch](mailto:office.zug@iszl.ch)

### ISZL RIVERSIDE CAMPUS:

Rothusstrasse 4b, 6331 Hünenberg, Switzerland  
Tel. +41 41 768 2950  
Email. [office.riverside@iszl.ch](mailto:office.riverside@iszl.ch)